

## Music Proficiency-Based Graduation Requirements (PBGR) Road Map

### Purpose

In 2014, the National Core Arts Standards (NCAS) were introduced by the National Coalition for the Core Arts Standards (NCCAS). These standards are conceptual in nature and are designed around artistic processes, providing a solid foundation to foster literacy in Dance, Media Arts, Music, Theatre, and Music. The development of the [Arts PBGR Hierarchy](#) stemmed from the NCAS, serving as a representation of all content areas under one comprehensive umbrella.

The Critical Proficiencies within the Arts PBGR Hierarchy are directly derived from the NCAS artistic processes, maintaining uniformity in their description across all arts disciplines. Similarly, the Priority Performance Indicators are taken from the NCAS Anchor Standards, which are deemed essential in supporting artistic literacy upon graduation.

The primary objective of the Arts PBGR Hierarchy is to integrate all content areas cohesively. To achieve this, verbs from the identified Anchor Standards were drawn from the Enduring Understandings present in all art disciplines. These verbs were thoughtfully refined to construct coherent sentences that honored the original intent of each Anchor Standard in the arts.

Given that the Arts PBGR Hierarchy represents all arts disciplines, it is crucial for educators specializing in each art form to devise a customized roadmap. They should utilize content specific NCAS Performance Indicators to delineate how students can achieve the necessary artistic literacy required for graduation. This individualized approach ensures a well-rounded and meaningful educational experience for students across the arts spectrum.

### How to Use this Document

This document was crafted to illustrate the vertical alignment of Priority Performance Indicators in Music and to emphasize the utilization of Prioritized Grade Level Standards in their creation. Identified by [Chicago Public Schools](#), these Prioritized Standards serve as crucial benchmarks for evaluation at every grade level. Schools are encouraged to adopt this work as-is; adapt this work to better suit the unique needs of their respective school communities; or use this work as a lens through which to evaluate their local work.



## Vertical Alignment

The subsequent section presents Priority Performance Indicators at each grade band. Its purpose is to illustrate the student experience across grade levels. It's important to note that not every grade band will feature a Priority Performance Indicator, as students may attain it through their engagement in the Performing Arts. For instance, the Visual Arts emphasize the Create Critical Proficiency more, whereas the Performing Arts prioritize the Present/Perform/Produce Critical Proficiency.

### Critical Proficiency

Create: Generate, conceptualize, organize, develop, refine, and complete artistic ideas and work.

#### Priority Performance Indicator: Generate and Conceptualize

| K-2  | 3-5  | 6-8   | 9-12   |
|--|--|---|--|
| Students improvise rhythmic and melodic ideas, describing their connection to a specific purpose and context, and create musical patterns for designated purposes. | Students improvise rhythmic, melodic, and harmonic ideas and explain connection to specific purpose and context. | Students create more advanced musical patterns using different rhythms, melodies, and harmonies while accompanied by harmonies in a specific structure. | Students generate and transform concepts into artistic expression through the use of the creative process. (Anchor Standard 1) |

**Priority Performance Indicator: Organize, Develop, and Complete**

| K-2   | 3-5  | 6-8   | 9-12   |
|---|--|---|--|
| Students discuss and apply feedback to refine personal musical ideas, using notation. Students organize and combine musical ideas, demonstrating and selecting favorites with guidance. | Students demonstrate rhythmic, melodic, and basic harmonic ideas using notation. Students refine and document improvements based on feedback. Students present the final rendition of music to others. | Students organize and develop musical ideas within a structure, using compositional techniques for expression. Students present a final composition with originality based on revisions made from feedback. | Students plan, organize, and develop ideas into artistic expression by using different materials, concepts, and/or media to complete a final piece. (Anchor Standards 2 and 3) |

**Critical Proficiency**

Present/Perform/Produce: Develop, refine, and convey meaning through artistic work.

**Priority Performance Indicator: Develop and Refine for Presentation**

| K-2  | 3-5  | 6-8  | 9-12   |
|--|--|--|--|
| Students explore and demonstrate awareness of musical contrasts (for example, high/low, loud/soft, same/different) in a variety of music selected for performance. | Students demonstrate understanding of music structure and elements in selected performance pieces using teacher-provided criteria. | Students choose and perform varied pieces, by interpreting musical intent through reading and identifying standard symbols like dynamics, tempo, timbre, articulation/style, and phrasing. | Students analyze, evaluate, refine, consider new ideas, and problem solve to produce artistic work for presentation. (Anchor Standard 5) |

**Priority Performance Indicator: Convey Meaning Through Presentation**

| K-2   | 3-5  | 6-8   | 9-12  |
|---|--|---|---|
| Students perform music to express themselves and for specific purposes with both expression and technical accuracy. | Students perform music, either solo or with others, demonstrating both expression and technical accuracy, and ensuring a decided interpretation. | Students perform music with precision and expressive style, demonstrating appropriate performance etiquette tailored to the context, venue, genre, and style. | Students purposefully share artistic work that cultivates appreciation and understanding of the human experience through social, cultural, or political experiences. An emphasis on meaning around the relationship between viewer and artist is woven throughout a presentation. (Anchor Standard 6) |

**Critical Proficiency**

Respond: Perceive, analyze, interpret intent and meaning, and apply student criteria to evaluate artistic work.

**Priority Performance Indicator: Perceive and Analyze**

| K-2   | 3-5   | 6-8  | 9-12  |
|---|---|--|---|
| Students show how concepts like beat and pitch work in different music styles and share personal interests to illustrate why some music is preferred over others. | Students demonstrate and evaluate the connection between selected music and personal influences, experiences, or purposes through responsive engagement with the music. | Students apply criteria to evaluate music, identify meaning through elements and context, and explain choices based on characteristics, interest, purpose, or context. | Students demonstrate understanding of purpose and meaning in artistic work through cultural awareness of self, others, and awareness of the natural world and constructed environments. (Anchor Standard 7) |

## Critical Proficiency

Connect: Synthesize and relate knowledge; personal experiences; and societal, cultural, and historic contexts to make and deepen understanding of art.

### Priority Performance Indicator: Synthesize and Relate

| K-2  | 3-5   | 6-8   | 9-12   |
|--|---|---|--|
| Students demonstrate interest through making choices about music. Students connect feelings while making, playing, and enjoying music. Students demonstrate how music is connected to other art forms and everyday life. | Students demonstrate the integration of interests, knowledge, and skills in making personal choices and expressing intent when creating, performing, and responding to music. Students demonstrate an understanding of how music relates to other arts, disciplines, varied contexts, and daily life. | Students show how personal interests, knowledge, and skills influence choices in creating, performing, and responding to music. Students demonstrate an understanding of how music intersects with other arts, disciplines, contexts, and daily life, as developmentally appropriate. | Students integrate and evaluate their ideas, knowledge, and cultural and societal experiences to influence their artistic process of creating, presenting, performing, producing, and responding to making art. (Anchor Standard 10) |

## Priority Standards as Benchmarks

This section serves to underscore the identified standards employed in crafting the Priority Performance Indicators for each grade band. Priority Performance Indicators represent comprehensive clusters of standards that students strive to demonstrate proficiency in. These Priority Standards serve as the foundational benchmarks at each grade level, guiding students towards proficiency in the Grade Band Priority Performance Indicator.

## Kindergarten

| Grade Band Priority Performance Indicator   | Grade Level Priority Standard   |
|---|---|
| <p><b>Create: Generate and Conceptualize</b><br/>Students improvise rhythmic and melodic ideas, describing their connection to a specific purpose and context, and create musical patterns for designated purposes.</p>   | <p>With limited guidance, create musical ideas (for example, answering a musical question) for a specific purpose. MU:Cr1.1.K.a.</p>  |
| <p><b>Create: Organize, Develop, and Complete</b><br/>Students discuss and apply feedback to refine personal musical ideas, using notation. Students organize and combine musical ideas, demonstrating and selecting favorites with guidance.</p>                         | <p>With guidance, demonstrate and choose favorite musical ideas. MU:Cr2.1.K.a.</p>  |
| <p><b>Present: Develop and Refine for Presentation</b><br/>Students explore and demonstrate awareness of musical contrasts (for example, high/low, loud/soft, same/different) in a variety of music selected for performance.</p>   | <p>With guidance, explore and demonstrate awareness of musical contrasts (for example, high/low, loud/soft, same/different) in a variety of music selected for performance. MU:Pr4.1.K.b</p>  |
| <p><b>Present: Convey Meaning Through Presentation</b><br/>Students perform music to express themselves and for specific purposes with both expression and technical accuracy.</p>  | <p>With guidance, perform music with expression. MU:Pr6.1.K.a.</p>  |
| <p><b>Respond: Perceive and Analyze</b><br/>Students show how concepts like beat and pitch work in different music styles and share personal interests to illustrate why some music is preferred over others.</p>   | <p>With guidance, list personal interests and experiences and demonstrate why they prefer some music selections over others. MU:Re7.1.K.a.</p>  |
| <p><b>Connect: Connect: Synthesize and Relate</b><br/>Students demonstrate interest through making choices about music. Connect feelings while making, playing, and enjoying music. Students demonstrate how music is connected to other art forms and everyday life.</p> | <p>Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music as developmentally appropriate. MU:Cn10.K.a.</p> |

## First Grade

| Grade Band Priority Performance Indicator  | Grade Level Priority Standard   |
|--|---|
| <p><b>Create: Generate and Conceptualize</b><br/>Students improvise rhythmic and melodic ideas, describing their connection to a specific purpose and context, and create musical patterns for designated purposes.</p>  | <p>Improvise rhythmic and melodic patterns and musical ideas for a specific purpose. MU:Cr1.1.1.a.</p>  |
| <p><b>Create: Organize, Develop, and Complete</b><br/>Students discuss and apply feedback to refine personal musical ideas, using notation. Students organize and combine musical ideas, demonstrating and selecting favorites with guidance.</p>                                  | <p>With limited guidance, use iconic or standard notation and/or recording technology to document and organize personal musical ideas. MU:Cr2.1.1.b.</p> <p>With limited guidance, discuss and apply personal, peer, and teacher feedback to refine personal musical ideas. MU:CR3.1.1.a.</p> |
| <p><b>Present: Convey Meaning Through Presentation</b><br/>Students perform music to express themselves and for specific purposes with both expression and technical accuracy.</p>   | <p>With limited guidance, perform music for a specific purpose with expression. MU:Pr6.1.1.a.</p>   |
| <p><b>Respond: Perceive and Analyze</b><br/>Students show how concepts like beat and pitch work in different music styles and share personal interests to illustrate why some music is preferred over others.</p>  | <p>With limited guidance, demonstrate and identify how specific music concepts (for example, beat, pitch) are used in various styles of music for a purpose. MU:Re7.1.1.b.</p>  |
| <p><b>Connect: Connect: Synthesize and Relate</b><br/>Students demonstrate interest through making choices about music. Students connect feelings while making, playing, and enjoying music. Students demonstrate how music is connected to other art forms and everyday life.</p> | <p>Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life as developmentally appropriate. MU:Cn11.1.a.</p>   |

## Second Grade

| Grade Band Priority Performance Indicator   | Grade Level Priority Standard   |
|---|---|
| <p><b>Create: Generate and Conceptualize</b><br/>Students improvise rhythmic and melodic ideas, describing their connection to a specific purpose and context, and create musical patterns for designated purposes.</p>   | <p>Improvise rhythmic and melodic ideas and describe connection to specific purpose and context (for example, personal, social).<br/>MU:Cr1.1.2.a.</p>  |
| <p><b>Create: Organize, Develop, and Complete</b><br/>Students discuss and apply feedback to refine personal musical ideas, using notation. Students organize and combine musical ideas, demonstrating and selecting favorites with guidance.</p>                         | <p>Use iconic or standard notation and/or recording technology to combine, sequence, and document personal musical ideas.<br/>MU:Cr2.1.2.b.</p> <p>Interpret and apply personal, peer, and teacher feedback to revise personal music.<br/>MU:CR3.1.2.a.</p> |
| <p><b>Present: Convey Meaning Through Presentation</b><br/>Students perform music to express themselves and for specific purposes with both expression and technical accuracy.</p>  | <p>Perform music for a specific purpose with expression and technical accuracy.<br/>MU:Pr6.1.2.a.</p>   |
| <p><b>Respond: Perceive and Analyze</b><br/>Students show how concepts like beat and pitch work in different music styles and share personal interests to illustrate why some music is preferred over others.</p>   | <p>Describe how specific music concepts are used to support a specific purpose in music.<br/>MU:Re7.1.2.b.</p>  |
| <p><b>Connect: Synthesize and Relate</b><br/>Students demonstrate interest through making choices about music. Students connect feelings while making, playing, and enjoying music. Students demonstrate how music is connected to other art forms and everyday life.</p> | <p>Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life as developmentally appropriate. MU:Cn11.2.a.</p>   |



## Third Grade

| Grade Band Priority Performance Indicator   | Grade Level Priority Standard   |
|---|---|
| <p><b>Create: Generate and Conceptualize</b><br/>Students improvise rhythmic, melodic, and harmonic ideas and explain connection to specific purpose and context.</p>   | <p>Improvise rhythmic, melodic, and harmonic ideas and explain connection to specific purpose and context (for example, social, cultural). MU:Cr1.1.3.a</p>                                   |
| <p><b>Create: Organize, Develop, and Complete</b><br/>Students demonstrate rhythmic, melodic, and basic harmonic ideas using notation. Refine and document improvements based on feedback. Students present the final rendition of music to others.</p>   | <p>Present the final version of personal created music to others and describe connection to expressive intent. MU:CR3.1.3.b.</p>  |
| <p><b>Present: Convey Meaning Through Presentation</b><br/>Students perform music, either solo or with others, demonstrating both expression and technical accuracy, and ensuring a decided interpretation.</p>   | <p>Demonstrate understanding of the structure in music selected for performance. MU:Pr4.1.3.b.</p> <p>Perform music with expression and technical accuracy. MU:Pr6.1.3.a.</p>                 |
| <p><b>Respond: Perceive and Analyze</b><br/>Students demonstrate and evaluate the connections between selected music and personal influences, experiences, or purposes through responsive engagement with the music.</p>  | <p>Demonstrate and describe how selected music connects to and is influenced by specific interests, experiences, or purposes. MU:Re7.1.3.a.</p>   |
| <p><b>Connect: Connect: Synthesize and Relate</b><br/>Students demonstrate the integration of interests, knowledge, and skills in making personal choices and expressing intent when creating, performing, and responding to music. Students demonstrate an understanding of how music relates to other arts, disciplines, varied contexts, and daily life.</p> | <p>Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music as developmentally appropriate. MU:Cn10.3.a.</p> |

## Fourth Grade

| Grade Band Priority Performance Indicator   | Grade Level Priority Standard  |
|---|--|
| <p><b>Create: Organize, Develop, and Complete</b></p> <p>Students demonstrate rhythmic, melodic, and basic harmonic ideas using notation. Refine and document improvements based on feedback. Students present the final rendition of music to others.</p>  | <p>Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and simple harmonic musical ideas. MU:Cr2.1.4.b.</p> <p>Refine and document revisions to personal music, applying teacher-provided and collaboratively developed criteria and feedback to show improvement over time. MU:CR3.1.4.a.</p> |
| <p><b>Present: Develop and Refine for Presentation</b></p> <p>Students demonstrate understanding of music structure and elements in selected performance pieces using teacher-provided criteria.</p>  | <p>When analyzing selected music, read and perform using iconic and/or standard notation. MU:Pr4.1.4.c.</p>  |
| <p><b>Present: Convey Meaning Through Presentation</b></p> <p>Students perform music, either solo or with others, demonstrating both expression and technical accuracy, and ensuring a decided interpretation.</p>  | <p>Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation. MU:Pr6.1.4.a.</p>   |
| <p><b>Respond: Perceive and Analyze</b></p> <p>Students demonstrate and evaluate the connection between selected music and personal influences, experiences, or purposes through responsive engagement with the music.</p>  | <p>Demonstrate and describe how responses to music are informed by the structure, the use of the elements of music, and context (for example, social, cultural). MU:Re7.1.4.b.</p>   |
| <p><b>Connect: Synthesize and Relate</b></p> <p>Students demonstrate the integration of interests, knowledge, and skills in making personal choices and expressing intent when creating, performing, and responding to music. Students demonstrate an understanding of how music relates to other arts, disciplines, varied contexts, and daily life.</p> | <p>Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life as developmentally appropriate. MU:Cn11.4.a.</p>  |

## Fifth Grade

| Grade Band Priority Performance Indicator   | Grade Level Priority Standard   |
|---|---|
| <p><b>Create: Organize, Develop, and Complete</b><br/>           Students demonstrate rhythmic, melodic, and basic harmonic ideas using notation. Students refine and document improvements based on feedback. Students present the final rendition of music to others.</p>   | <p>Present the final version of personal created music to others that demonstrates musicianship and explain connection to expressive intent. MU:CR3.1.5.b.</p>  |
| <p><b>Present: Develop and Refine for Presentation</b><br/>           Students demonstrate understanding of music structure and elements in selected performance pieces using teacher-provided criteria.</p>  | <p>Demonstrate understanding of the structure and the elements of music in music selected for performance. MU:Pr4.1.5.b.</p> <p>Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performances. MU:Pr5.1.5.a.</p> |
| <p><b>Present: Convey Meaning Through Presentation</b><br/>           Students perform music, either solo or with others, demonstrating both expression and technical accuracy, and ensuring a decided interpretation.</p>  | <p>Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation. MU:Pr6.1.5.a.</p>  |
| <p><b>Respond: Perceive and Analyze</b><br/>           Students demonstrate and evaluate the connection between selected music and personal influences, experiences, or purposes through responsive engagement with the music.</p>  | <p>Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music. MU:Re9.1.5.a.</p>  |
| <p><b>Connect: Synthesize and Relate</b><br/>           Students demonstrate the integration of interests, knowledge, and skills in making personal choices and expressing intent when creating, performing, and responding to music. Students demonstrate an understanding of how music relates to other arts, disciplines, varied contexts, and daily life.</p> | <p>Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music as developmentally appropriate. MU:Cn10.5.a</p>  |

## Sixth Grade

| Grade Band Priority Performance Indicator   | Grade Level Priority Standard   |
|---|---|
| <p><b>Create: Organize, Develop, and Complete</b></p> <p>Students organize and develop musical ideas within a structure, using compositional techniques for expression. Present a final composition with originality based on revisions made from feedback.</p>   | <p>Use standard and/or iconic notation and/or audio/video recording to document personal rhythmic phrases, melodic phrases, and harmonic musical ideas. MU:Cr2.1.6.b.</p> <p>Describe the rationale for making revisions to the music based on evaluation criteria and feedback from the teacher. MU:CR3.1.6.c.</p> |
| <p><b>Present: Develop and Refine for Presentation</b></p> <p>Students choose and perform varied pieces, by interpreting musical intent through reading and identifying standard symbols like dynamics, tempo, timbre, articulation/style, and phrasing.</p>  | <p>When analyzing selected music, read and identify by name or function standard musical symbols (for example, rhythm, pitch, articulation, dynamics). MU:Pr4.1.6.c.</p>  |
| <p><b>Present: Convey Meaning Through Presentation</b></p> <p>Students perform music with precision and expressive style, demonstrating appropriate performance etiquette tailored to the context, venue, genre, and style.</p>   | <p>Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style. MU:Pr6.1.6.b.</p>   |
| <p><b>Respond: Perceive and Analyze</b></p> <p>Students apply criteria to evaluate music, identify meaning through elements and context, and explain choices based on characteristics, interest, purpose, or context.</p>   | <p>Apply teacher-provided criteria to evaluate musical works or performances. MU:Re9.1.6.a.</p>   |
| <p><b>Connect: Synthesize and Relate</b></p> <p>Students show how personal interests, knowledge, and skills influence choices in creating, performing, and responding to music. Students demonstrate an understanding of how music intersects with other arts, disciplines, contexts, and daily life, as developmentally appropriate.</p> | <p>Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music as developmentally appropriate. MU:Cn10.6.a.</p>   |

## Seventh Grade

| Grade Band Priority Performance Indicator   | Grade Level Priority Standard   |
|---|---|
| <p><b>Create: Organize, Develop, and Complete</b></p> <p>Students organize and develop musical ideas within a structure, using compositional techniques for expression. Present a final composition with originality based on revisions made from feedback.</p>   | <p>Select, organize, develop, and document personal musical ideas for arrangements, song, and compositions within a given form(s) that utilize compositional techniques and convey expressive intent. MU:Cr2.1.7.a.</p> <p>Present the final version of a personal composition or arrangement, using musicianship and originality to utilize compositional techniques and convey expressive intent. MU:CR3.1.7.b.</p> |
| <p><b>Present: Convey Meaning Through Presentation</b></p> <p>Students perform music with precision and expressive style, demonstrating appropriate performance etiquette tailored to the context, venue, genre, and style.</p>   | <p>Perform the music with technical accuracy and stylistic expression to convey the creator's intent. MU:Pr6.1.7.a.</p>   |
| <p><b>Respond: Perceive and Analyze</b></p> <p>Students apply criteria to evaluate music, identify meaning through elements and context, and explain choices based on characteristics, interest, purpose, or context.</p>   | <p>Identify the meaning of musical selections, referring to the elements of music and context. MU:Re8.1.7.a.</p>  |
| <p><b>Connect: Synthesize and Relate</b></p> <p>Students show how personal interests, knowledge, and skills influence choices in creating, performing, and responding to music. Students demonstrate an understanding of how music intersects with other arts, disciplines, contexts, and daily life, as developmentally appropriate.</p> | <p>Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life as developmentally appropriate. MU:Cn11.7.a.</p>   |

## Eighth Grade

| Grade Band Priority Performance Indicator  | Grade Level Priority Standard  |
|--|--|
| <p><b>Create: Generate and Conceptualize</b><br/>Students create more advanced musical patterns using different rhythms, melodies, and harmonies while accompanied by harmonies in a specific structure.</p>   | <p>Compose increasingly complex rhythmic, melodic, and harmonic phrases over harmonic accompaniments within a given form(s) that convey expressive intent. MU:Cr1.1.8.a.</p>   |
| <p><b>Create: Organize, Develop, and Complete</b><br/>Students organize and develop musical ideas within a structure, using compositional techniques for expression. Present a final composition with originality based on revisions made from feedback.</p>   | <p>Evaluate their own work by selecting and applying criteria. MU:CR3.1.8.a.</p>   |
| <p><b>Present: Develop and Refine for Presentation</b><br/>Students choose and perform varied pieces, by interpreting musical intent through reading and identifying standard symbols like dynamics, tempo, timbre, articulation/style, and phrasing.</p>  | <p>Select a varied repertoire to study based on music reading skills where appropriate, an understanding of form and tonality in the music, context, and the technical skill of the individual and ensemble. MU:Pr4.1.8.a.</p> <p>Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (for example, dynamics, tempo, timbre, articulation/style, phrasing). MU:Pr4.1.8.d.</p> |
| <p><b>Respond: Perceive and Analyze</b><br/>Students apply criteria to evaluate music, identify meaning through elements and context, and explain choices based on characteristics, interest, purpose, or context.</p>   | <p>Explain reasons for selecting music based on musical characteristics, interest, purpose or context. MU:Re7.1.8.a.</p>   |
| <p><b>Connect: Synthesize and Relate</b><br/>Students show how personal interests, knowledge, and skills influence choices in creating, performing, and responding to music. Students demonstrate an understanding of how music intersects with other arts, disciplines, contexts, and daily life, as developmentally appropriate.</p> | <p>Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life as developmentally appropriate. MU:Cn11.8.a.</p>  |

## High School Proficient

| Grade Band Priority Performance Indicator   | Grade Level Priority Standard  |
|---|--|
| <p><b>Create: Generate and Conceptualize</b><br/>           Students generate and transform concepts into artistic expression through the use of the creative process. (Anchor Standard 1)</p>  | <p>Compose and/or improvise melodic, rhythmic, and harmonic ideas for simple melodies and accompaniments for given melodies. MU:Cr1.1.1.a.</p>   |
| <p><b>Create: Organize, Develop, and Complete</b><br/>           Students plan, organize, and develop ideas into artistic expression by using different materials, concepts, and/or media to complete a final piece. (Anchor Standards 2 and 3)</p> | <p>Select, develop, and use notation and/or audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of simple melodies. MU:Cr2.1.1.a.</p> <p>Use standard and/or iconic notation and/or audio/video recording to document personal rhythmic phrases, melodic phrases, and harmonic sequences. MU:Cr2.1.1.b.</p> <p>Evaluate, critique, and refine draft compositions and improvisations based on knowledge, skill, and teacher-provided criteria. MU:CR3.1.1.a.</p> <p>Present the final version of a personal composition or arrangement, using musicianship and originality to utilize various compositional techniques and convey expressive intent. MU:CR3.1.1.b.</p> |

| Grade Band Priority Performance Indicator  | Grade Level Priority Standard   |
|--|---|
| <p><b>Present: Develop and Refine for Presentation</b></p> <p>Students can articulate the essential skills and knowledge necessary for the preservation, maintenance, and presentation of objects and artwork. They explore how technology has transformed the conservation, presentation, and appreciation of art, drawing comparisons and contrasts between modern technological advancements and traditional practices.</p> | <p>Explain the teacher-selected criteria used to select a varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.<br/>MU:Pr4.1.I.a.</p> <p>Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances. MU:Pr4.1.I.c.</p> <p>Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (for example, dynamics, tempo, timbre, articulation/ style, phrasing) as developmentally appropriate.<br/>MU:Pr4.1.I.d.</p> |
| <p><b>Present: Convey Meaning Through Presentation</b></p> <p>Students purposefully share artistic work that cultivates appreciation and understanding of the human experience through social, cultural, or political experiences. An emphasis on meaning around the relationship between viewer and artist is woven throughout a presentation. (Anchor Standard 6)</p>  | <p>Demonstrate technical accuracy and expressive qualities, as well as an understanding of expressive intent, in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.<br/>MU:Pr6.1.I.a.</p>  |



| Grade Band Priority Performance Indicator   | Grade Level Priority Standard   |
|---|---|
| <p><b>Respond: Perceive and Analyze</b></p> <p>Students demonstrate understanding of purpose and meaning in artistic work through cultural awareness of self, others, and awareness of the natural world and constructed environments. (Anchor Standard 7)</p>                            | <p>Compare passages in musical selections and explain how the elements of music and context inform the response. MU:Re7.1.b</p> <p>Explain and support the meaning of musical works, citing as evidence the elements of music, context, and personal research. MU:Re8.1.1.a.</p> <p>Evaluate works and performances based on collaboratively developed criteria, including analysis of the structure and context. MU:Re9.1.1.a.</p> |
| <p><b>Connect: Synthesize and Relate</b></p> <p>Students integrate and evaluate their ideas, knowledge, and cultural, and societal experiences to influence their artistic process of creating, presenting, performing, producing, and responding to making art. (Anchor Standard 10)</p> | <p>Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life as developmentally appropriate. MU:Cn11.1.a.</p>   |